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ABSTRACT

This book is prepared for school counselors, kindergarten through high school. Most ideas can be applied to elementary, middle or high school counselors, although some have specific age levels. The ideas are designed to suggest ways to become a "real" counselor in a school setting. Chapters include developing a counselor's self-image in all areas of counseling, student relationships and administrative capacities. Also stressed is developing outreach skills and rapport with teachers, specialists, students, and others. Appearance and professional image are also stressed. Programming methods and public relations tips are outlined. A final note to principals on how this book is useful to their counseling staff concludes this guide. This is hand printed in oversized lettering, with illustrations. (BEF)

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COUNSELORS UNDER CONSTRUCTION

WRITTEN BY MARY JOE HANNAFORD

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COUNSELING

ART

BALANCE
PERSPECTIVE
COLOR
LIGHT DARK
SHADOWS SUNSHINE
DEPTH
RICHNESS
MOVE
MENT

TOUCH

HANNAFORD
THE SCHOOL COUNSELOR
MARCH 1976

EDICATED TO MY PARENTS WHO HAD ENOUGH FAITH IN THE POSSIBILITIES OF HIGHER EDUCATION TO ENCOURAGE ME TO START TO COLLEGE ON TEN DOLLARS.

ARY JOE HANNAFORD IS COORDINATOR OF GUIDANCE AND COUNSELING IN THE GWINNETT COUNTY SCHOOLS, LAWRENCEVILLE, GEORGIA (A METRO ATLANTA SCHOOL SYSTEM). SHE HOLDS A SPECIALIST DEGREE IN COUNSELING WITH SPECIAL WORK IN BUSINESS ADMINISTRATION, ENGLISH, PSYCHOLOGY, AND ART. IN 1975 SHE RECEIVED THE AMERICAN SCHOOL COUNSELOR SECOND AWARD IN PROFESSIONAL WRITING IN NEW YORK. THE ASCA AWARD IN COUNSELING SUPERVISION WAS PRESENTED TO HER IN CHICAGO IN 1976.

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THIS BOOK IS PREPARED FOR SCHOOL COUNSELORS, KINDERGARTEN THROUGH HIGH SCHOOL. YOU WILL EASILY RECOGNIZE THAT SOME IDEAS APPLY ONLY TO ONE LEVEL, HOWEVER, MOST ARE APPLICABLE TO ELEMENTARY, MIDDLE OR HIGH SCHOOL COUNSELORS. SOME IDEAS ARE WRITTEN ESPECIALLY FOR HIGH SCHOOL COUNSELORS WHO HAVE SUFFERED PROFESSIONALLY THE MOST DIFFICULT TASK OF BREAKING OUT OF THE "OLD IMAGE". ELEMENTARY/MIDDLE SCHOOL COUNSELING HAS OFFERED US ALL A FRESH NEW PERSPECTIVE OF THE WHOLE CONCEPT OF SCHOOL COUNSELING. TOGETHER WE CAN MAKE IT TO A VITAL ROLE IN THE TOTAL SCHOOL EXPERIENCE.

MANY IDEAS HAVE COME FROM HUNDREDS OF CONFERENCES AND MANY PEOPLE AND ARE LARGELY SO BLENDED IN OUR EXPERIENCE AS TO HAVE LOST THEIR ORIGINAL IDENTITY.

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EARLY IN MY CAREER AS A HIGH SCHOOL TEACHER, I RECOGNIZED THE NEED FOR COUNSELORS WHO COULD WORK WITH STUDENTS IN PERSONAL DEVELOPMENT. AFTER TEN YEARS ON THE LOCAL MENTAL HEALTH BOARD, A MASTERS IN COUNSELING, AND TWO CHILDREN, I RETURNED FOR ELEMENTARY CERTIFICATION AND PSYCHOMETRICS. THIS COMBINATION OF EXPERIENCE PLUS A BUSINESS ADMINISTRATION MAJOR WITH EXPOSURE TO SALES AND PROMOTION LED TO MY VERY STRONG BELIEF THAT SCHOOL COUNSELING CAN BE AND SHOULD BE ONE OF THE MOST VITAL AREAS IN BASIC EDUCATION.

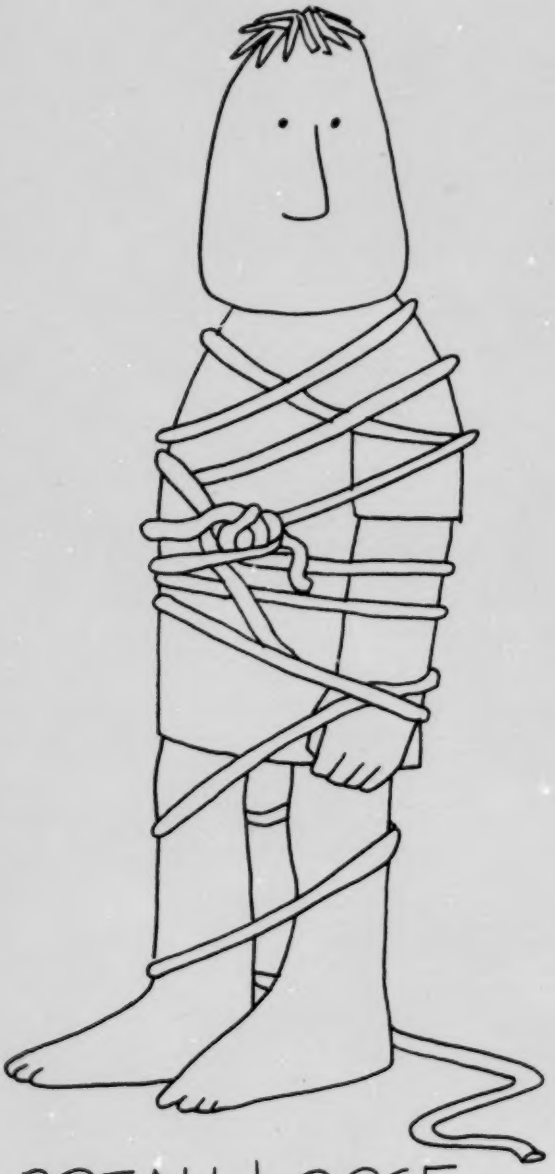
BACK TO BASICS CAME FOR ME TO INCLUDE NOT ONLY THE THREE R'S BUT BASIC SKILLS OF LIVING SUCH AS SELF AWARENESS, VALUES IDENTIFICATION, PROBLEM SOLVING SKILLS, HUMAN RELATIONS AND COMMUNICATION SKILLS. I BELIEVE THESE CAN BE TAUGHT AND MODELED. BUT I ALSO BELIEVE THEY MUST START EARLY; THUS MY INTENSITY IN BEGINNING ELEMENTARY SCHOOL COUNSELING PROGRAMS. I BELIEVE THAT IN OUR WORLD OF MOBILITY, DIVORCE, AND CRIME, SOMEONE MUST SERVE AS FACILITATOR OF AFFECTIVE EDUCATION - THAT LOVE AND CARING AND THE FREEDOM TO EXPRESS THESE MUST BE A PLANNED PART OF THE 6 TO 8 HOURS CHILDREN SPEND IN THE CARE OF THE SCHOOL.

THUS, THE FOLLOWING IDEAS WERE DEVELOPED IN ORDER TO ACCOMPLISH SUCH GOALS. MUCH HAS BEEN LEARNED BY EXPERIENCE IN THE FIELD WITH PARENTS, TEACHERS, STUDENTS, AND OTHER COUNSELORS. MANY FILES OF MATERIALS ACCOMPANY EACH IDEA MENTIONED HERE.

MY SPECIAL APPRECIATION GOES TO THE COUNSELORS OF GWINNETT COUNTY, GEORGIA WHO ARE, AS A GROUP, THE MOST DYNAMIC, PROGRESSIVE AND VISIONARY PEOPLE I HAVE EVER KNOWN. I SHARE GREAT PRIDE IN THEIR DEVELOPMENT AS INDIVIDUALS AND IN THEIR GROWTH AS SKILLED PROFESSIONALS. I VALUE GREATLY THEIR REINFORCEMENT OF ME AS A PERSON AND AS A PROFESSIONAL— I HOLD AS VERY PRECIOUS A FILE OF NOTES, SHELF OF REMEMBRANCES AND YEARS OF TELEPHONE CALLS AND PERSONAL SHARING.

WE SHARE SOME OF OUR FINDINGS HERE WITH YOU. THESE ARE SIGNS OF SOME OF THE TERRIFIC DISCOVERIES WE HAVE MADE IN THE FIELD. IF THEY STRIKE A CHORD FOR YOU, CALL OR WRITE FOR FURTHER INFORMATION AND ENCOURAGEMENT. WE BELIEVE WE HAVE ONE OF THE MOST IMPORTANT JOBS IN THE WORLD.

YOU DON'T HAVE TO STAY TIED UP



BREAK LOOSE

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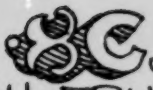
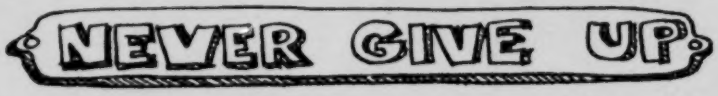


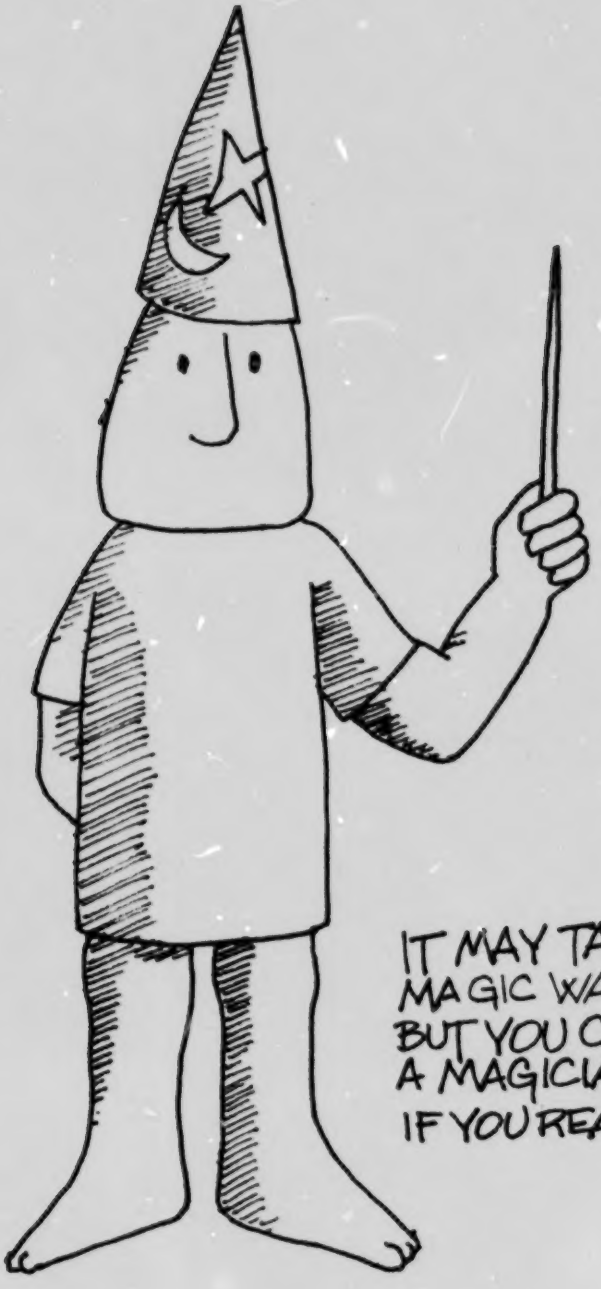
COUNSELORS HAVE EXPERIENCED MUCH FRUSTRATION IN RELATING TASKS THEY ARE ASSIGNED TO DO AND THEIR TRAINING AND IDEALS. THIS BOOK IS DESIGNED TO SUGGEST WAYS TO BECOME A "REAL" COUNSELOR IN A SCHOOL SETTING.



IT CANNOT BE DONE IN ONE YEAR OR TWO, BUT IF THE FOLLOWING SUGGESTIONS ARE FOLLOWED, MANY STEPS WILL FALL INTO PLACE BY THE THIRD YEAR.

SCHOOL COUNSELING HAS A POWERFUL POTENTIAL FOR INFLUENCING A TOTAL SOCIETY TOWARD A CARING AND UNDERSTANDING COMMUNITY. IT WILL NOT COME EASILY BUT IT WILL COME. COUNT THE MOMENTS OF GROWTH, AND IT WILL BE A TREMENDOUSLY MEANINGFUL EXPERIENCE.

THAT IS A GUARANTEE!


IT MAY TAKE A
MAGIC WAND
BUT YOU CAN BECOME
A MAGICIAN...
IF YOU REALLY WANT TO.

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WHAT'S HAPPENING?

SCHOOL COUNSELING HAS FAST MOVED AWAY FROM THE TOTALLY NON-DIRECTIVE ONE-TO-ONE RELATIONSHIP TO A SITUATION WHERE THERE IS MORE DIRECTION, MORE LEADING AND TEACHING OF SPECIAL SKILLS, MORE PERSONAL (SELF) INVOLVEMENT.

THE JOB OF THE SCHOOL COUNSELOR REQUIRES MORE LEADERSHIP TRAINING AND MANAGEMENT ABILITY THAN EVER BEFORE. A PROACTIVE COUNSELING CONCEPT HAS REPLACED THE OLD IMAGE OF THE COUNSELOR WHO IS PASSIVELY WAITING IN THE OFFICE FOR A CLIENT TO DROP BY. THE CONTEMPORARY COUNSELOR IS PROGRAM ORIENTED AND AVAILABLE TO TEACH LIFE SKILLS.

THE COUNSELOR STRUCTURES IN SOME CONCRETE GOALS FOR GROUPS, FOR CLASSROOM GUIDANCE AND FOR FACULTY AND PARENT INVOLVEMENT. SET A PROGRAM TO MEET THESE GOALS. PURPOSEFUL OBJECTIVES BUILD AN IDENTIFIABLE PROGRAM-NOT HAPHAZARD DROP-INS.

WATCH FOR INCREASING OPPORTUNITIES TO SERVE AS A CONSULTANT WORKING WITH CLASSROOM MANAGEMENT, BEHAVIORAL TECHNIQUES, MOTIVATION----

WORK AT THE IMAGE OF BECOMING A FACILITATOR OF AFFECTIVE EDUCATION.

RECOGNIZE THE MOVEMENT AWAY FROM CONCENTRATION ON LIMITED CRISES COUNSELING TO THE DEVELOPMENTAL, PREVENTIVE APPROACH.

YOUR SELF CONCEPT:

'I BELIEVE I HAVE SOMETHING TO GIVE'

IDENTIFY WHAT IT IS- AND GIVE IT!

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YOU
UNDER CONSTRUCTION

DECIDE WHY YOU ARE IN THIS BUSINESS. IF YOU KNOW WHY THIS KIND OF JOB APPEALS TO YOU, THEN YOU'LL KNOW HOW YOU GET YOUR KICKS. NOW YOU WILL SET UP YOUR PROGRAM TO DO JUST THAT. IF SEEING PEOPLE GROW GIVES YOU A THRILL, YOU'LL ENJOY PLANNING A PROGRAM AND WATCHING GROWTH RESULT. IF YOU WORK VERY COGNITIVELY, YOUR PROGRAM WILL REFLECT THE LACK OF AFFECTIVE DOMAIN. IF YOU HAVE AN INTENSE NEED TO HELP AND POSSESS, YOU WILL PROVIDE AN UNHEALTHY RELATIONSHIP BY HOLDING ON TOO TIGHT LEARN TO LOVE 'EM, LEAD EM, AND TURN 'EM LOOSE.

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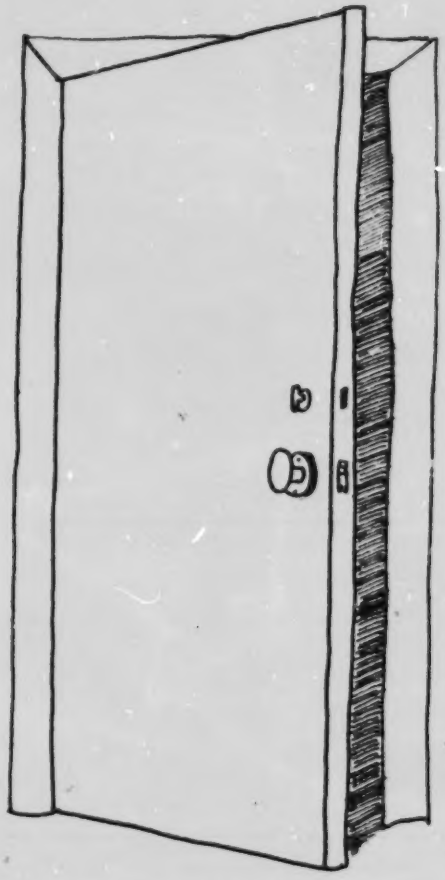
YOUR COUNSELING PROGRAM WILL DEVELOP THE BREADTH AND DEPTH OF YOUR OWN SELF-CONCEPT; THEREFORE, SELF-EXAMINATION IS ESSENTIAL BEFORE BEGINNING. ASK YOURSELF THESE QUESTIONS...

- WHAT DO I VALUE?
- WHAT PROVIDES MEANING TO ME IN MY JOB?
- WHAT SPECIAL SKILLS DO I HAVE TO OFFER?
- WHAT IS MY PRODUCT?
- HOW AM I SELLING MY PRODUCT?
- TO WHOM AM I SELLING?
- HOW AM I MAINTAINING MY OWN DEPTH?
- AM I WILLING TO CONTINUE LEARNING?
- DO I REALLY LIKE WORKING WITH PEOPLE?
- DO I REALLY BELIEVE I HAVE SOMETHING TO GIVE? THEN GIVE IT!

IDENTIFY WHAT YOU HAVE TO OFFER
THEN <u>OFFER IT</u>!

DON'T WAIT FOR SOMEONE TO TELL YOU WHAT SECRETARIAL TASKS ARE TO BE DONE. BE A COUNSELOR - ASSERTIVELY ACTING WITH A PLAN AND OBJECTIVES. DON'T TRY TO START UPSTREAM ALL AT ONE TIME. TAKE ONE STEP--- THEN TAKE TWO.



Q: WHAT IS YOUR BUSINESS?

A: OPENING DOORS OF GROWTH FOR OTHER PEOPLE

P.S. KEEP YOUR OWN DOOR OPEN.

TAKE A LOOK AT YOURSELF. HOW ARE YOU DEVELOPING IN:

- PROGRAM PLANNING
- INDIVIDUAL COUNSELING
- GROUP FACILITATION
- IN-SERVICE TRAINING
- CONSULTATION
- COORDINATION
- LEGAL AND ETHICAL CONCERNS
- PERSONAL APPEARANCE AND DEVELOPMENT
- SKILL DEVELOPMENT
- BUILDING RELATIONSHIPS

THE MOST DIFFICULT THING YOU'LL HAVE TO DO IN YOUR LIFE IS TO BE YOU, AND YOU'LL HAVE TO BATTLE FOREVER TO MAINTAIN IT.

SPEECH BY LEO BUSCAGLIA

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PROTECT YOURSELF

IF YOU ARE REALLY FUNCTIONING AS A COUNSELOR, YOU WILL FIND YOURSELF BURNING OUT QUICKLY. SOME PEOPLE DEVELOP MORE STAMINA FOR HELPING OTHERS. SYMPTOMS OF BURN OUT CAN BE:

CHRONIC PHYSICAL FATIGUE
DREAD OF ONE MORE CLIENT
RUSHING THE CASE INSTEAD OF WAITING FOR THE CLIENT
FEELING CONTINUALLY HARRIED
LOOSING HOLD OF ORGANIZATION
SLIPPING CONTINUALLY ON DETAILS
PLAYING "BLAMING GAME"
GETTING CAUGHT IN "AIN'T IT AWFUL"
NO FEELING OF REAL SATISFACTION

SOME RELIEF CAN COME FROM:

GETTING AWAY ON THE WEEKEND
LISTING THE POSITIVE EXPERIENCES
REORGANIZING TIME
TALKING TO A COLLEAGUE OR GROUP OF COLLEAGUES
SPENDING SOME TIME AS A COUNSELEE
BEING AWARE
SLOWING DOWN
GET ADEQUATE REST AT HOME
READING FUN LITERATURE
ADD SOME FUN ACTIVITIES
FORM A SUPPORT GROUP OF COUNSELORS OR PEOPLE OF SIMILAR INTERESTS
SEE COUNSELOR OF YOUR OWN IN ORDER TO PROVIDE SOME TIME FOR REFILLING YOURSELF.

A COUNSELOR HAS THREE COMMITMENTS: (1.) A COMMITMENT TO HIMSELF AS A PERSON OF WORTH, (2.) A COMMITMENT TO HIS CLIENTS, FAMILY, AND FRIENDS AS PEOPLE OF WORTH ALSO, AND (3.) A COMMITMENT TO THE SOCIETY OF WHICH BOTH HIS CLIENT AND HE ARE A PART AND TO THAT INSTITUTION OF SOCIETY WHICH HE SERVES. THE MOST SIGNIFICANT GROWTH UPON THE PART OF THE COUNSELOR LIES IN LEARNING TO TRUST HIMSELF.*

* WRENN, GILBERT, THE WORLD OF THE CONTEMPORARY COUNSELOR, 1974.

LEARN THE ART OF POSITIVE INFLUENCE. THIS IS MOST IMPORTANT WITH YOUR ADMINISTRATION. KEEP THEM INFORMED. YOU MUST FIRST HAVE A FINISHED PRODUCT TO SELL (A SKILL YOU CAN PERFORM WELL), THEN A BUYER (YOUR ADMINISTRATION AND TEACHERS) THEN **SELL! SELL! SELL!**

DO NOT WAIT UNTIL ALL ARE READY. GO WITH THE ONES WHO RESPOND. SUCCESS IS CONTAGIOUS. WHEN ONE GROUP IS WELL SATISFIED WITH AN EXPERIENCE WITH YOU, THE WORD WILL SPREAD.

YOU ONLY HAVE TO SUCCEED WITH ONE CHILD OR ONE TEACHER - THE TEACHER'S LOUNGE WILL TAKE CARE OF THE REST.

MY GOAL IS NOT EFFICIENCY

MY GOAL IS EFFECTIVENESS

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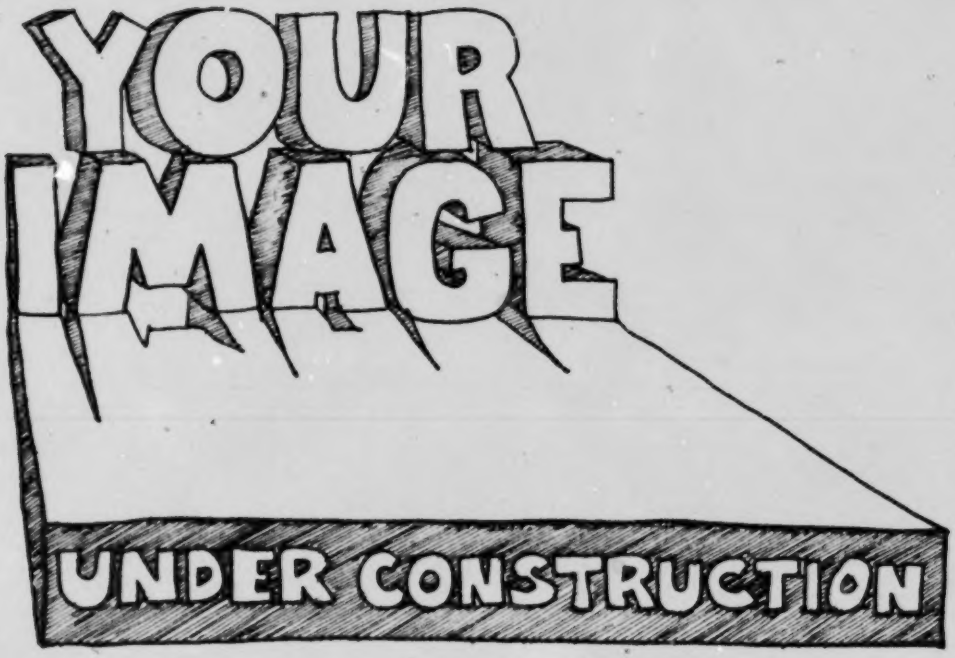

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EVERYBODY'S BUSINESS

BE SURE TO GET THE MESSAGE ACROSS THAT GUIDANCE IS EVERYBODY'S BUSINESS, THAT THE MORE SENSITIVE THE STAFF BECOMES TO THE NEEDS OF THE STUDENTS, THE MORE SUCCESSFUL THE SCHOOL WILL BE. THE COUNSELOR SERVES AS THE FACILITATOR OF THE GUIDANCE PROGRAM. ONE WAY TO APPROACH THIS PROBLEM IS TO ASK SIX OR SEVEN TEACHERS TO SERVE AS A DECISION-MAKING COMMITTEE TO HELP DETERMINE THE GOALS AND METHODS OF SERVICE. THIS GETS MORE PEOPLE INVOLVED AND GIVES YOU BACKING IN THE TEACHER'S LOUNGE. THEY WILL DEFEND THE PROGRAM, DEFEND YOU AND SHARE AND SUPPORT PLANS WHEN YOU ARE NOT PRESENT.

ESTABLISHING A POSITIVE IMAGE

EFFECTIVE COUNSELORS ARE MULTI-TALENTED, DEDICATED PROFESSIONALS

- ARE CONTINUALLY IN THE PROCESS OF TRAINING.
- STAY IN TUNE BY ATTENDING CONFERENCES, WORKSHOPS, READING JOURNALS, SHARING IDEAS WITH OTHERS
- REALIZE THEIR OWN STRENGTHS AND WEAKNESSES AND EITHER ACCEPT THEM OR GROW PAST THEM.
- STAY VISIBLE. THEIR PROGRAM SELLS BY WHAT THEY DO
- WORK FROM AN OBJECTIVE BASED PROGRAM
- STAY IN TOUCH WITH THEIR PRINCIPAL. A REGULAR APPOINTMENT IS EXTREMELY IMPORTANT
- RECOGNIZE THE VALUE OF P.R. AS "PERFORMANCE RECOGNIZED"
- STAY IN TOUCH WITH THEMSELVES, EVALUATING THEIR OWN NEEDS AND PROTECTING THEMSELVES AGAINST "BURNOUT". THEY MAKE PLANS TO MAINTAIN PERIODS OF REFRESHMENT SO THAT THEY CAN "STAY ALIVE"

- VALUE LITTLE THINGS. "YOU NEVER KNOW THE BREADTH OF THE RIPPLE FROM DROPPING ONE PEBBLE"
- WARM AND CARING --- ENTHUSIASTIC, INITIATING, AND POSITIVE IN GENERAL ATTITUDE
- FREE TO EXPRESS FEELINGS
- GENTLE IN TONE AND JUDGEMENT
- LOVINGLY FIRM IN MAINTAINING A PROGRAM AND ORDER
- CREATIVE IN PLANNING AND PROGRAMMING
- WISE (NOT IMPULSIVE OR DOMINATING WITH DECISION MAKING)
- WELL ORGANIZED
- FLEXIBLE ENOUGH TO "MOVE WITH THE CURRENT"
- IN TUNE WITH THE FEELINGS OF OTHERS, ALLOWING OTHERS TO BE WHO THEY ARE WHILE ASSISTING THEM IN MOVING TOWARD A BETTER SELF
- IN TUNE WITH THEMSELVES

HOW TO HAVE AN EXCELLENT GUIDANCE PROGRAM
GOOD PEOPLE
+
GOOD SKILLS
=
GOOD SERVICE

MAINTAINING YOUR IMAGE WITH THE ADMINISTRATOR

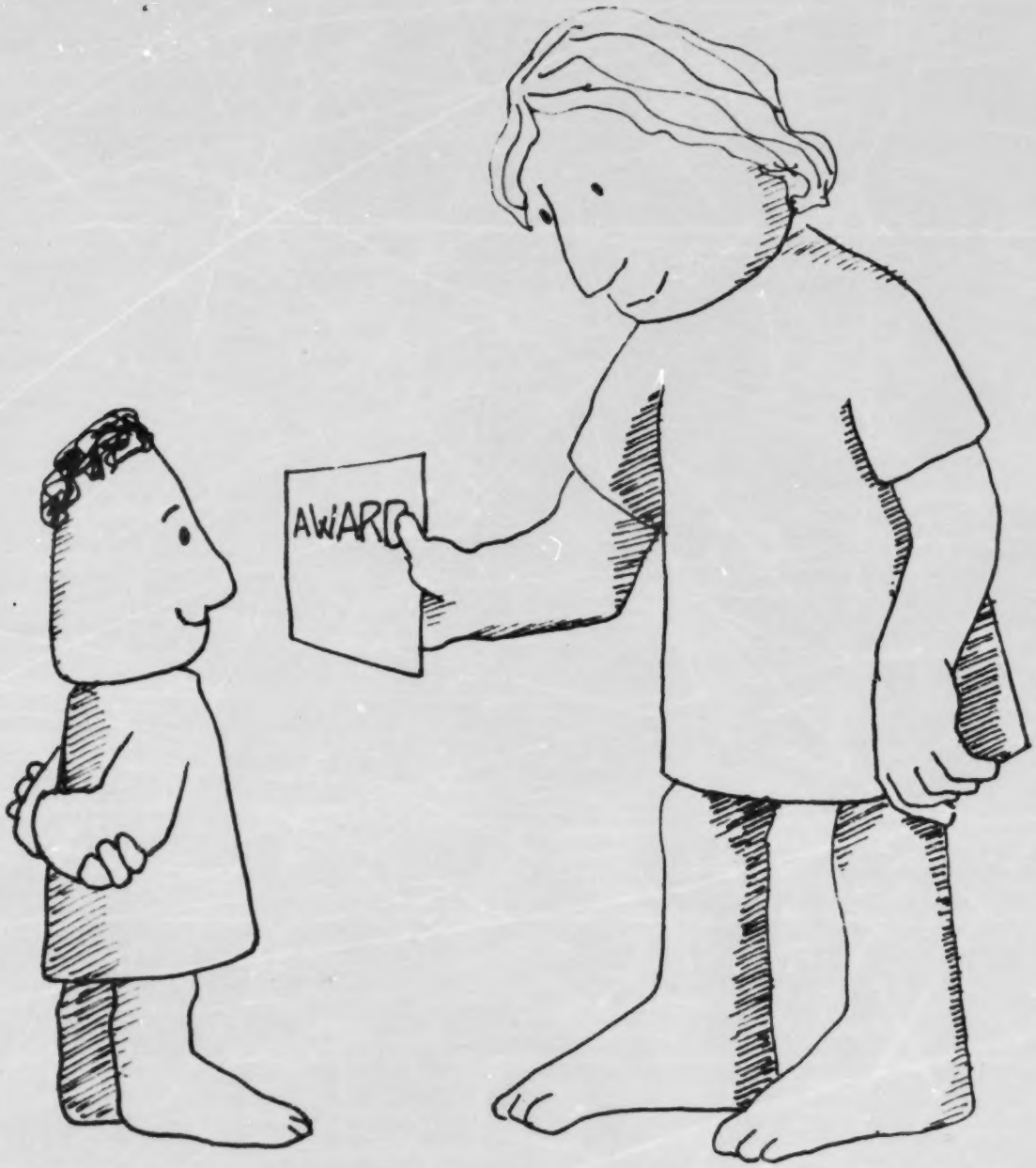
1) REPORT REGULARLY ON COUNSELING PROGRESS - KEEP HIM INFORMED ABOUT THE TOTAL PROGRAM. THIS CAN BEST BE ACCOMPLISHED BY MAKING AN APPOINTMENT AT A TIME OF MINIMAL INTERRUPTIONS- PROBABLY LATE IN THE AFTERNOON - IT'S WORTH STAYING LATE FOR.

2.) OFFER TO HELP LEAD IN STAFF DEVELOPMENT AND SERVE ON THAT COMMITTEE.

3.) ASK FOR TIME TO MAKE ANNOUNCEMENTS OR REPORTS IN STAFF MEETING.

4.) REPORT TO THE ADMINISTRATOR WHEN YOU GO TO IN-SERVICE. MAKE A COPY OF YOUR NOTES FOR DISTRIBUTION IF THEY HAVE EFFECT ON TOTAL PROGRAM.

5.) LISTEN! ADMINISTRATORS HAVE FEW PEOPLE TO TALK WITH CONFIDENTIALLY. BE SURE YOU MAINTAIN THE CONFIDENTIALITY.



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MAINTAINING YOUR IMAGE WITH THE STUDENTS

1.) SELF REFERRAL - SELECT A PLACE WHERE STUDENTS CAN TURN IN THEIR NAMES TO REQUEST AN APPOINTMENT.

2.) TEACHER/PARENT REFERRAL - WHEN A TEACHER OR PARENT TURNS IN A REQUEST FOR YOU TO SEE A STUDENT, BE SURE YOU FOLLOW THROUGH AND REPORT BACK. THIS DOES NOT MEAN THAT YOU CAN NOT MAINTAIN CONFIDENTIALITY. IT DOES MEAN THAT YOU LET THE REFERRAL KNOW THAT YOU HAVE FOLLOWED THROUGH.

3.) ADMINISTRATOR REFERRAL - FOLLOW THE SAME AS ABOVE

4.) INITIATE REFERRAL YOURSELF - ASK STUDENTS TO COME IN EITHER INDIVIDUALLY OR IN SMALL GROUPS FOR SPECIFIC PURPOSES

5.) GO INTO THE CLASSROOM - LET STUDENTS SEE YOU IN A POSITIVE INVOLVEMENT ACTIVITY

6.) TRAIN PEER COUNSELORS TO REACH OUT TO STUDENTS - YOUR WHOLE INFLUENCE CAN SPREAD THROUGH STUDENTS

MAINTAINING YOUR IMAGE WITH THE PARENTS

1.) ATTEND P.T.A.

2.) ASK FOR SOME TIME ON A P.T.A. PROGRAM

3.) GET TO KNOW YOUR P.T.A. OFFICERS

4.) INVITE SOME PARENTS TO SERVE ON YOUR GUIDANCE COMMITTEE

5.) USE PARENTS FOR SPECIAL CAREER EMPHASIS

6.) ORGANIZE SPECIAL PARENT STUDY GROUPS

7.) ENCOURAGE INDIVIDUAL CONFERENCES

8.) USE THE TELEPHONE - CALL THE PARENTS OF THE "GOOD" KIDS TOO

9.) FOLLOW UP ANY REQUEST WITH A REPORT BACK.

PARENTS

ASK FOR TIME TO APPEAR AT PARENT-TEACHER MEETINGS. EXPLAIN BY DRAMA, DIALOGUE, FILM OR DEMONSTRATION WHAT THE COUNSELING PROGRAM CAN MEAN.

MAKE FRIENDS WITH YOUR P.T.A. OFFICERS - THEY ARE CHILD-CENTERED IN CONCEPT. THEY GIVE SUPPORT BOTH EMOTIONALLY AND FINANCIALLY. REMEMBER...

ASK AND IT SHALL BE GIVEN

MAINTAINING YOUR IMAGE WITH YOUR STAFF

1.) EARLY MORNING - VISIT THE CLASSROOMS.

2.) PLANNING TIME, BREAK TIME, LUNCH - ARRANGE TO EAT LUNCH WITH DIFFERENT STAFF MEMBERS. DEPARTMENTAL OR LEVEL MEETINGS - ASK IF IT WOULD BE PERMISSIBLE FOR YOU TO VISIT TO LEARN MORE ABOUT TOTAL SCHOOL PROGRAM.

3.) AFTER SCHOOL - A GOOD TIME TO SET UP SPECIAL CONFERENCES

4.) FACULTY MEETING - SIT WITH A DIFFERENT GROUP EACH MEETING SO THAT YOUR IDENTITY WILL BE DIVERSIFIED.

5.) FURNISH MATERIALS FROM THE COUNSELING OFFICE TO TEACHERS.

6.) BE FRIENDLY IN THE HALL - BE CAREFUL ABOUT SPENDING ALL OF YOUR VISIBLE TIME WITH THE SAME TWO OR THREE STAFF MEMBERS.

THE TEACHER'S LOUNGE IS A DANGEROUS AREA FOR EVERYBODY- EVEN TEACHERS. IT CAN BE THE BREEDING PLACE FOR GOSSIP, GRIPING AND BACKBITING. AS A COUNSELOR, STAY CLEAR. DROP IN FOR SHORT PERIODS TO STAY IN TOUCH WITH THE SCHOOL ATMOSPHERE AND SPEAK TO TEACHERS. DO NOT TARRY. PROTECT YOUR IDENTITY. THE TEACHERS WITH WHOM YOU SIT AND CHAT MAY SEEM TO BE GOOD FRIENDS BUT ARE OFTEN THE SAME ONES WHO SAY YOU DON'T HAVE ANYTHING TO DO BUT HANG AROUND AND TALK.

SMOKING, DRINKING COFFEE AND CHATTING WITH TEACHERS FOR LENGTHY PERIODS ON SCHOOL TIME LOWERS YOUR IMAGE. A TEACHER WHO TEACHES 25 TO 30 YOUNGSTERS ALL DAY IS NOT THRILLED TO SEE YOU SPENDING AN HOUR SOCIALIZING.

OPPORTUNITIES FOR OUTREACH

1. CONCERN GROUPS - COUNSELORS/PRINCIPALS CAN LEAD CONCERN GROUPS WHERE TEACHERS COME TOGETHER TO TALK ABOUT SPECIAL AREAS WHICH TEND TO LEAD TO DISSATISFACTION. THESE GROUPS CAN BE A POSITIVE APPROACH TO COMBATING THE "GRIPE" SESSIONS WHICH OFTEN EVOLVE IN THE TEACHERS' LOUNGE.

2. IN-PUT DAY - THE COUNSELING DEPARTMENT, IN COOPERATION WITH THE ADMINISTRATION CAN SET ASIDE AN AFTERNOON AFTER SCHOOL OR MORNING PRIOR TO SCHOOL FOR TIME FOR TEACHERS AND STAFF TO HAVE "IN-PUT". THIS SESSION SHOULD BE HELD REGULARLY SO THAT EVERYONE WILL KNOW WHEN AND WHERE THE MEETING WILL BE HELD. THE MEETING CAN BE OPEN TO ALL TEACHERS TO COME IN TO SHARE IDEAS, CONCERNS, SUGGESTIONS, DISCOURAGEMENTS ON A COMPLETELY VOLUNTEER BASIS.

3. PRINCIPAL'S ADVISORY COUNCIL - THE ELECTION OF SUCH A COUNCIL CAN SERVE NOT ONLY AS A REFLECTION TO THE ADMINISTRATION OF SCHOOL NEEDS, BUT AS PART OF THE LISTENING STRENGTH TO THE TWO ABOVE MENTIONED OPPORTUNITIES. THIS GIVES THE SCHOOL A VOICE IN ITS ORGANIZATIONAL STRUCTURE.

4. LUNCH APPOINTMENTS - COUNSELORS CAN MAKE APPOINTMENTS TO EAT LUNCH WITH CERTAIN TEACHERS / OR STUDENTS. THIS WAY THE TEACHER LOOKS FORWARD TO A SPECIAL TIME WITH THE COUNSELOR

PREFERRABLY FOR PERSONAL AND SOCIAL INTERACTION RATHER THAN PROFESSIONAL. IF A LARGE FACULTY PRESENTS A PROBLEM, THE COUNSELOR MIGHT PREPARE A SPECIAL TABLE ONCE A WEEK.

5. TEACHER - COUNSELING - ONE-TO-ONE SESSIONS WITH TEACHERS EITHER IN THE COUNSELING OFFICE OR IN THEIR ROOMS DURING THEIR OFF TIME CAN BE AN IMPORTANT PART OF BUILDING RELATIONSHIPS.

6. SOCIAL ACTIVITIES - EARLY MORNING COFFEE AND DOUGHNUTS ONCE A WEEK OR COOKIES AND COFFEE FOR AFTER SCHOOL FACULTY MEETINGS OR "JAM" SESSIONS CAN UNITE A FACULTY. MOST SCHOOLS FIND THAT SOCIAL ACTIVITIES PLANNED AT NIGHT ACCOMPLISH LITTLE TOWARD FACULTY UNITY. THIS SEEMS TO BE ESPECIALLY INEFFECTIVE IN LARGER METRO AREAS WHERE DISTANCE IS A PROBLEM.

7. GROUP ARRANGEMENT - SEATING ARRANGEMENTS MAKE A DIFFERENCE IN GROUP ATTITUDE. THE BEST ARRANGEMENT SEEMS TO BE A CIRCLE WITHOUT TABLES WHERE EVERY MEMBER OF THE GROUP CAN SEE EVERY OTHER MEMBER. FOR LARGE GROUPS WHERE THIS IS NOT POSSIBLE, SMALL GROUPS AROUND TABLES OR IN SMALL CIRCLES SEEMS TO BE SECOND BEST.

8. RECOGNITION - RECOGNIZING BIRTHDAYS OR SPECIAL EVENTS ADDS A PERSONAL TOUCH -- EVEN A BULLETIN BOARD FEATURING TEACHERS WHOSE BIRTHDAYS FALL DURING THAT MONTH. A NOTE FROM THE PRINCIPAL/ COUNSELOR THE

MORNING OF A TEACHER BIRTHDAY CAN LIFT THE SPIRIT OF THE DAY.

9. TRAINING OPPORTUNITIES - COUNSELORS CAN OFFER SPECIAL TECHNIQUE TRAINING CLASSES OR FILMSTRIP PROGRAMS TO BE ATTENDED VOLUNTARILY AFTER SCHOOL.

10. PERSONAL GROUP INVOLVEMENT - SPECIAL SESSIONS IN PERSONAL GROWTH CAN BE HELD FOR VOLUNTEER GROUPS WHO LIKE CLOSENESS, GROWTH OPPORTUNITIES, OR WHO NEED GROUP SUPPORT. THESE SESSIONS TEND TO ADD A DEPTH PERSPECTIVE TO ANY FACULTY.

11. OPENING OF SCHOOL INVOLVEMENT - INTER-MIX ACTIVITIES DURING THE FIRST FEW DAYS OF PRE-PLANNING SESSIONS GIVE THE FACULTY SOME OPPORTUNITIES TO GAIN A FEELING OF BELONGING. THESE ACTIVITIES NEED TO BE REPEATED FROM TIME TO TIME DURING THE YEAR.

12. FACULTY BIBLIOTHERAPY - THE COUNSELOR CAN BUILD A LIBRARY OF MATERIALS RE-GUARDING PERSONAL GROWTH AND GROUP AWARENESS AS WELL AS BEHAVIORAL PRINCIPLES FOR TEACHERS TO READ.

13. PROJECT TEAMING - ANY TIME A COUNSELOR DEVELOPS A PROGRAM FOR CLASSROOM GUIDANCE, HE OPENS THE DOOR FOR TEAMING WITH A TEACHER. DECISION MAKING, CONFLICT RESOLUTION, PRO-BLEM SOLVING, OR CAREER AWARE-NESS LEND GREAT MATERIAL FOR IN-CORPORATION INTO MANY SUBJECT MATTER CLASSROOMS. THESE OFFERINGS GIVE TEACHERS AND COUNSELORS A CHANCE TO WORK TOGETHER.

14. COMMONS ROOM - A PLACE SET ASIDE FOR TEACHERS AND STUDENTS TO MEET SOCIALLY CAN ADD A DIMENSION TO SCHOOL COOPERATION. THIS MAY BE A LOUNGE, A CORNER OF THE CAFETERIA WHEN LUNCH IS NOT BEING SERVED OR A CONFERENCE ROOM IN THE LIBRARY. TEACHERS AND STUDENTS THEN BECOME INVOLVED IN SHARING CONCEPTS AND PERSONAL VALUES.

MAINTAINING YOUR IMAGE WITH THE SPECIALISTS

1. MEET WITH THEM
2. DEVELOP AN UNDERSTANDING OF THEIR SPECIALTY
3. OFFER YOUR SUPPORT
4. INVITE THEM TO A COFFEE IN YOUR SCHOOL
5. IF THEY ARE ITINERANT, ARRANGE A PLACE FOR THEM TO WORK WHEN IN YOUR SCHOOL.
6. REMEMBER YOUR ITINERANT SPECIALIST IS A P.R. RESOURCE FOR YOUR SCHOOL AND YOUR PROGRAM.

KNOW SOMETHING ABOUT THE SPECIALTIES!

SPECIAL EDUCATION

LEARNING DISABILITIES

EDUCABLE MENTALLY RETARDED

BEHAVIORAL DISORDERED SPEECH

HEARING • VISION • PHYSICALLY • HANDICAPPED

HOMEBOUND

CURRICULUM PLANNING

EXTRA CURRICULAR ACTIVITIES

VOCATIONAL PROGRAMS

TESTING

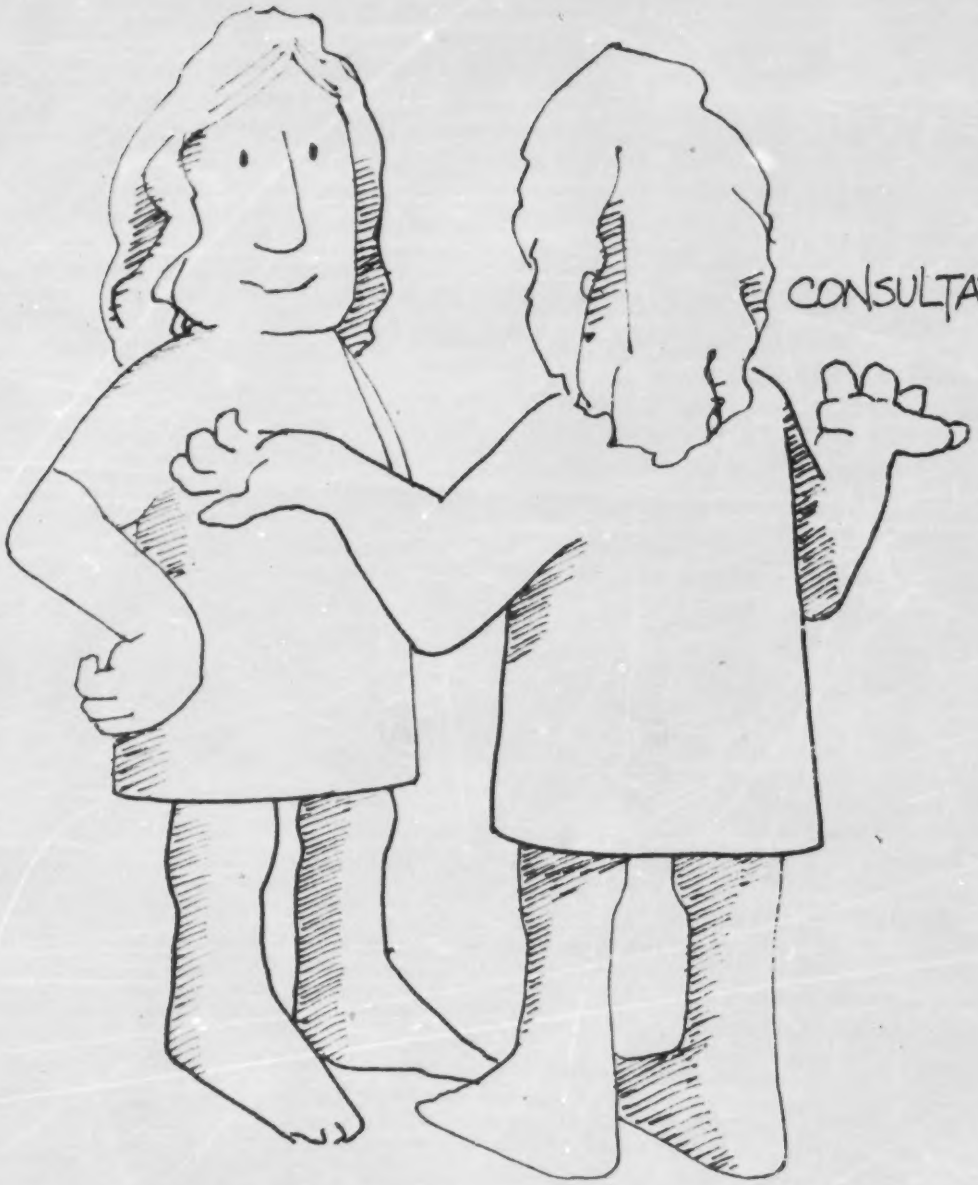
PSYCHOLOGICAL SERVICES

MEDIA

ETC.

ETC.

ETC.



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OFFICE APPEARANCE

MAINTAIN AN ATTRACTIVE UNCLUTTERED OFFICE. POSTERS SHOULD BE HUNG ATTRACTIVELY AND IN GROUPS. REMEMBER, TOO MUCH SPOTTY DISTRACTION MAY LEAVE YOUR CLIENT FEELING MORE TENSE. SOFT COLORS; BLUE, GREEN, LAVENDER, CAN BE SOOTHING OR DEPRESSING WHILE WARM COLORS: YELLOW, RED AND ORANGE GIVE FEELINGS OF HAPPINESS OR FRUSTRATION. DECIDE WHICH MOOD YOU WANT TO CREATE. A COMBINATION OF COOL AND WARM COLORS CREATES A PLEASANT ATMOSPHERE.

PLANTS HAVE A SPECIAL "ALIVE" AND SOOTHING EFFECT.

BE SURE THE CHAIRS ARE ARRANGED SO THAT YOU WILL BE ON THE SAME SIDE OF THE DESK WITH YOUR CLIENT. LOOKING ACROSS THE DESK IS LIKE A SIGN THAT SAYS "I DON'T WANT TO BE CLOSE TO YOU."

LITTLE NOTES TAPED ON THE WALL WITH AN ARRAY OF COLOR MAY SOON LOOK DISORGANIZED AND MESSY.

LEARN YOUR THEORIES WELL, BUT PUT THEM ASIDE WHEN YOU TOUCH THE MIRACLE OF THE LIVING SOUL. NOT YOUR THEORIES BUT YOUR OWN CREATIVE INDIVIDUALITY MUST DECIDE.

CARL JUNG

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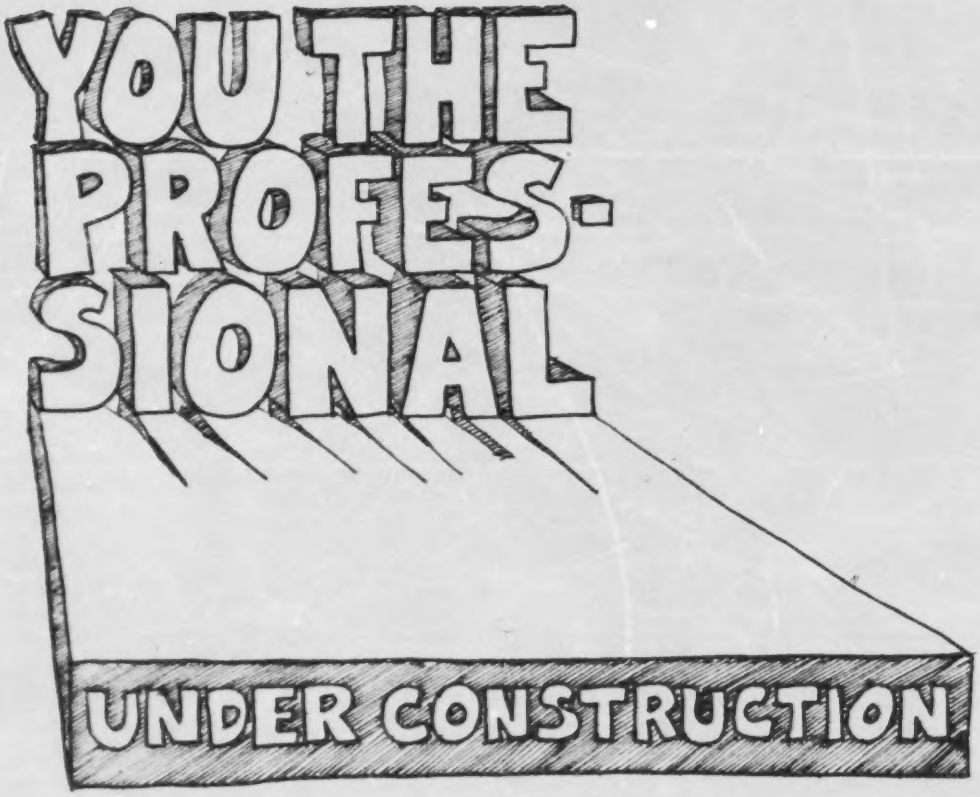

YOU THE
PROFES-
SIONAL
UNDER CONSTRUCTION

MAINTAINING YOUR IMAGE PROFESSIONALLY

1. ATTEND CONFERENCES AND MEETINGS WITH OTHER COUNSELORS
2. TALK WITH COUNSELORS FROM OTHER SCHOOLS OR SCHOOL SYSTEMS
3. ATTEND STATE AND NATIONAL CONVENTIONS
4. ATTEND ONE OR TWO SKILL WORKSHOPS EACH YEAR
5. READ PROFESSIONAL JOURNALS
6. READ PROFESSIONAL BOOKS

PROFESSIONAL GROWTH NECESSITATES KEEPING IN TOUCH WITH PROFESSIONAL ORGANIZATIONS AND MATERIALS. MEMBERSHIP IN APGA AND ASCA PROVIDES A RELATIONSHIP WITH OTHER COUNSELORS AND INFORMATION ABOUT WHAT IS HAPPENING NATIONWIDE. MAINTAINING CURRENT FACTS FROM THE JOURNALS KEEPS THE PROACTIVE COUNSELOR ABREAST OF THE TRENDS. ATTENDING LOCAL, STATE, AND NATIONAL CONFERENCES OPENS DOORS TO NEW IDEAS AND CONTACTS.

SO ...

JOIN YOUR NATIONAL AND STATE ORGANIZATIONS. BE ACTIVE.

READ THE JOURNALS:
- APGA JOURNAL
- THE SCHOOL COUNSELOR
- ELEMENTARY GUIDANCE AND COUNSELING JOURNAL
- GUIDEPOST
- ASCA NEWSLETTER

(ALL COME WITH YOUR MEMBERSHIP)

ATTEND STATE AND NATIONAL CONFERENCES AT LEAST ONCE EVERY OTHER YEAR. YOU WILL GET TO KNOW AND KEEP UP WITH WHAT OTHER COUNSELORS ARE DOING.

"NO ONE TRUSTS A DOCTOR WHO HAS NOT READ A MEDICAL JOURNAL OR ATTENDED A MEETING FOR TWO YEARS."

REASONABLE EXPECTATIONS

WHEN YOU ATTEND A CONFERENCE OR A WORKSHOP, DO NOT GO EXPECTING TO BE TOTALLY REMADE IN TWO DAYS. CONFERENCES ARE RARELY ALL GOOD -- OR ALL BAD. KEEP YOUR EARS ATUNED FOR TWO NEW IDEAS. YOU MAY GET MORE THAN THAT; IF SO, CONSIDER THAT A BONUS. TWO NEW IDEAS PER CONFERENCE ON A REGULAR BASIS FOR TEN YEARS WILL GIVE YOU A LIBRARY OF IDEAS AND CONTINUE ENTHUSIASM FOR YOUR PROGRAM.

AFTER YOU START . . .

KEEP A LOG OR DIARY OF :

- WORKSHOPS YOU ATTEND
- WORKSHOPS YOU LEAD
- MATERIALS YOU USE
- GROUPS YOU LEAD
- MEMBERSHIPS YOU MAINTAIN
- AWARDS AND RECOGNITION YOU RECEIVE
- MATERIAL YOU WRITE OR PUBLISH

THIS CAN BE EXCEEDINGLY IMPORTANT TO YOU IN THE FUTURE IN SHOWING WHAT YOU CAN DO.

STAYING IN TOUCH WITH DEVELOPING PEOPLE IN YOUR FIELD CAN KEEP YOU IN CONTACT WITH A WINNING TEAM. IT MAY BE SCARY TO LEARN HOW LITTLE YOU KNOW IN COMPARISON BUT IT CAN BE THRILLING TO FIND OUT YOU KNOW ENOUGH TO CONTRIBUTE.

FOLLOW THROUGH

YOUR IMAGE IS HIGHLY RELATED TO YOUR REPORT-BACK SYSTEM. WHEN CONFERRING WITH A PARENT OR A TEACHER TO FULFILL A REQUEST, BE SURE TO CALL BACK OR DROP BY TO REPORT THE RESULTS. EVEN IF NOTHING DRAMATIC HAPPENED TO CHANGE EVENTS AND YOU DO NOT KNOW WHAT TO DO NEXT, TELL THEM JUST THAT.

PEOPLE DO NOT WANT TO CONSULT WITH YOU AND BE LEFT HANGING NEVER KNOWING THE RESULTS OF THE EFFORT. THIS DOES NOT MEAN THAT YOU HAVE TO BREAK CONFIDENTIALITY. YOU CAN MAINTAIN BOTH.

THEORIES AND TECHNIQUES:

THE SKILL OF A COUNSELOR IS EXPRESSED THROUGH THE KNOWLEDGE AND USE OF VARIOUS THEORIES, SKILLS, AND TECHNIQUES.

RATE YOUR COMPETENCIES IN THESE AREAS:

5 - VERY COMPETENT (CAN TEACH OTHER ADULTS)
4 - FAIRLY COMPETENT (CAN TEACH STUDENTS)
3 - ADEQUATE (WOULD WORK WITH A PARTNER)
2 - HAVE SOME ACQUAINTANCE
1 - LITTLE OR NO EXPOSURE

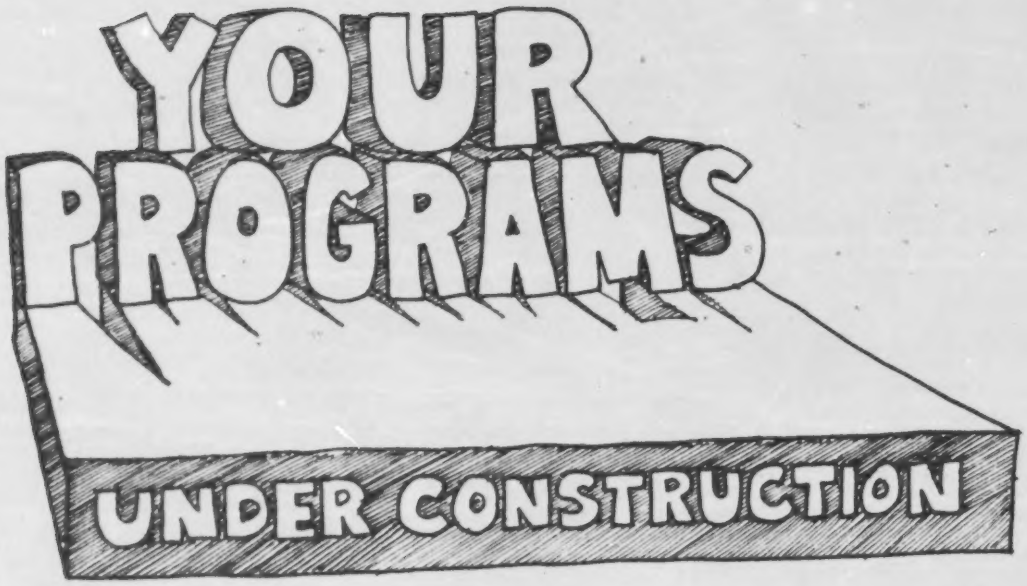
_____ 1. INDIVIDUAL COUNSELING WITH STUDENTS
_____ 2. INDIVIDUAL COUNSELING WITH PARENTS
_____ 3. INDIVIDUAL COUNSELING WITH TEACHERS
_____ 4. GROUP COUNSELING WITH STUDENTS
_____ 5. GROUP COUNSELING WITH PARENTS
_____ 6. GROUP COUNSELING WITH TEACHERS
_____ 7. USE OF ACTIVE LISTENING AND REFLECTING
_____ 8. USE OF TRANSACTIONAL ANALYSIS
_____ 9. USE OF REALITY THERAPY
_____ 10. USE OF GLASSER'S STEPS OF DISCIPLINE
_____ 11. USE OF EFFECTIVENESS TRAINING
_____ 12. USE OF ADLERIAN CONCEPTS
_____ 13. USE OF VALUES CLARIFICATION
_____ 14. USE OF DECISION-MAKING CONCEPTS
_____ 15. USE OF PROBLEM SOLVING (CARKHUFF)
_____ 16. USE OF RATIONAL EMOTIVE THERAPY
_____ 17. USE OF ROLE PLAYING

_____ 18. USE OF PLAY THERAPY
_____ 19. USE OF GESTALT THERAPY
_____ 20. USE OF CONFRONTATION
_____ 21. USE OF ASSERTIVE TRAINING
_____ 22. USE OF RELAXATION TECHNIQUES (STRESS)
_____ 23. USE OF POSITIVE REINFORCEMENT
_____ 24. USE OF BEHAVIOR MODIFICATION
_____ 25. USE OF PEER TRAINING PROGRAMMING
_____ 26. USE OF CAREER AWARENESS
_____ 27. USE OF PSYCHODRAMA
_____ 28. USE OF CONFLICT RESOLUTION
_____ 29. USE OF ALCOHOL EDUCATION
_____ 30. USE OF DRUG EDUCATION
_____ 31. USE OF DIVORCE COUNSELING
_____ 32. USE OF DEATH EDUCATION
_____ 33. USE OF SUCCESS MOTIVATION
_____ 34. USE OF SELF-CONCEPT

WHEN YOU KNOW ENOUGH

YOU ARE ALREADY STAGNATING

THE PURPOSE OF LIFE IS TO MATTER, TO COUNT, TO HAVE IT MAKE A DIFFERENCE THAT YOU LIVED AT ALL.


YOUR
PROGRAMS
UNDER CONSTRUCTION

DOWN TO BUSINESS

TALK WITH YOUR PRINCIPAL ABOUT STEPPING INTO AN AUTHENTIC PROGRAM ONE STEP AT A TIME. DON'T ASK FOR TOO MUCH TOO SOON.

BE SURE YOU KNOW A SPECIAL SKILL OR TECHNIQUE.

FORM A GUIDANCE COMMITTEE.

RUN A NEED'S ASSESSMENT.

DEVELOP A PROGRAM ONE STEP AT A TIME.

MAKE OUT A SCHEDULE.

MAKE CONTACTS; TEACHERS, STUDENTS, PARENTS.

BEGIN, IMPLEMENT, GO WITH THE RESPONSIVE PEOPLE.

EVALUATE

REWORK, ADD TO, CONTINUE

ORGANIZE YOUR DAY WITH TIME AND FLEXIBILITY FOR CHANGES AND EMERGENCIES. THE COUNSELOR WHO SITS AND WAITS FOR "IT" TO HAPPEN HAS NO PROGRAM. THAT COUNSELOR MOVES TOWARD AN ELUSIVE GOAL NEVER KNOWING WHEN OR HOW IT WILL ARRIVE ALTHOUGH SOME FLEXIBILITY IS NECESSARY, TOO MUCH ONLY INDICATES LACK OF SELF-DISCIPLINE AND A SLOVENLY APPROACH TO A PURPOSELESS PROGRAM. PLUG IN SOME "DEFINITES" TO YOUR DAY.

ROUTINE OFFICE WORK WILL MOVE MORE SMOOTHLY AS YOUR EFFICIENCY INCREASES. IF NO SECRETARIAL HELP IS AVAILABLE, USE STUDENTS AND VOLUNTEER PARENTS FOR ROUTINE DUTIES. SETTING ASIDE A HALF DAY A WEEK FOR SUCH ACTIVITIES CAN PREVENT FRUSTRATION AND DISTRACTION ON OTHER DAYS. FRIDAY AFTERNOON IS OFTEN A GOOD TIME FOR PAPER WORK, SINCE WEEKEND ANTICIPATIONS AND CLOSURE FROM A WEEK'S WORK MAKE COUNSELING AND CONSULTATION INAPPROPRIATE.

DEVELOPING SKILLS IN EFFICIENCY AND METHODS OF USING OTHERS FOR HELP IS IMPORTANT. HOWEVER, REMEMBER THE GOAL OF GOOD COUNSELING IS <u>EFFECTIVENESS</u>. BECOMING AN EFFECTIVE WORKER AND PERSON IS A BROADER AND MORE INFLUENTIAL ROLE THAN MERE EFFICIENCY. ASK YOURSELF HOW <u>EFFECTIVE</u> YOU ARE.

GETTING THE PROGRAM READY

1. OUTLINE YOUR WORK AND PERSONAL EXPERIENCES WHICH CONTRIBUTE TO YOUR JOB.

2. RELATE YOUR OWN PHILOSOPHY TO THE GOALS OF YOUR SCHOOL SYSTEM.

3. ASSESS OR IDENTIFY SCHOOL NEEDS. THIS CAN BE DONE WITH A FORMAL NEEDS ASSESSMENT, INFORMAL FACULTY AND STUDENT INTERVIEWS, AND PERSONAL AND ADMINISTRATIVE OBSERVATION.

4. LIST YOUR STRENGTHS AND LIMITATIONS AS YOU SET PRIORITIES. IF YOU AREN'T READY TO LEAD A T.A. GROUP, DON'T. EVEN IF THAT'S THE BIGGEST REQUEST. TRY YOUR WINGS WITHIN YOUR COMFORT LEVEL THEN MOVE OUT.

5. PREPARE YOUR PROGRAM SCHEDULE AND COMPARE TO THE SCHOOL CALENDAR.

6. MAKE AN APPOINTMENT AND PRESENT PLANS TO THE ADMINISTRATOR. SEE HIM AT A TIME OF DAY WHEN THINGS ARE SLOW. THIS IS USUALLY BEST IN LATE AFTERNOON AFTER TEACHERS ARE GONE.

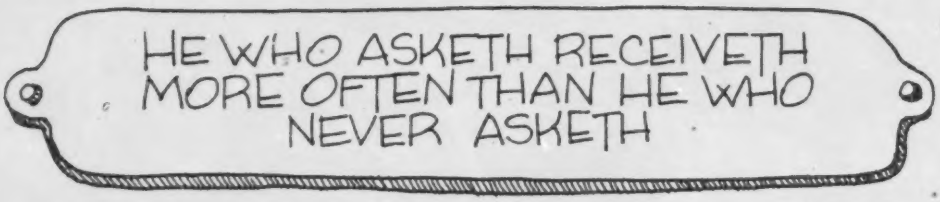
7. MAKE YOUR PRESENTATION OR REQUEST ALONG WITH A PLAN FOR EVALUATION.

8. SET THINGS IN MOTION.

9. REPORT REGULARLY TO YOUR PRINCIPAL ON PROGRAM PROGRESS.

10. BE SURE YOUR PRINCIPAL UNDERSTANDS YOUR INTERPRETATION OF YOUR ROLE AND INQUIRE ABOUT HIS.

REMEMBER:



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SCHEDULING

PRINTING A SCHEDULE HAS MANY POSITIVE ASPECTS...

- A FORM OF SELF-DISCIPLINE-KEEP IT AND YOU WILL ACCOMPLISH SOME OF THOSE THINGS YOU'VE ALWAYS WANTED TO DO.
- A FORM OF PUBLIC RELATIONS-TEACHERS AND STUDENTS DO NOT WONDER WHAT YOU ARE DOING.
- A FORM OF ACCOUNTABILITY-YOUR PRINCIPAL, TEACHERS, STUDENTS AND PARENTS WILL VALUE WHAT YOU ARE DOING.
- A FORM OF RECORD-KEEPING-A SCHEDULE WILL ASSIST YOU IN KEEPING UP WITH HOW MANY PEOPLE YOU SEE AND HOW OFTEN YOU ARE MAINTAINING VISIBILITY.

A SCHEDULE MUST BE REVISED OFTEN, POSTED OR SENT OUT TO TEACHERS, BE REASONABLE (KEEP IT IF YOU MAKE IT).

SUGGESTED SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:15	ADULT CONFERENCE	ADULT CONFERENCE	ADULT CONFERENCE	ADULT CONFERENCE	ADULT CONFERENCE
9:15-10:00	CLASSROOM GUIDANCE	CLASSROOM GUIDANCE	PARENT WORKSHOPS COMMITTEES	CLASSROOM GUIDANCE	CLASSROOM GUIDANCE
10:00-10:45					
10:45-11:30	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:45	SMALL GROUP	SMALL GROUP	SMALL GROUP	SMALL GROUP	SMALL GROUP
12:45-1:30	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	COUNSELORS MEETING OR MATERIALS PREPARATION	STUDENT PLACEMENT COMMITTEE	INDIVIDUAL COUNSELING
1:30-2:45	SPECIAL GROUP/ CLASSROOM	SPECIAL GROUP/ CLASSROOM			SPECIAL GROUP/ CLASSROOM
2:45-3:00	CONFERENCES/ CONSULTATION	CONFERENCES/ CONSULTATION			CONFERENCES/ CONSULTATION

-09-

STAFF DEVELOPMENT

DEVELOP SEVERAL WORKSHOPS WHICH YOU CAN OFFER TO TEACHERS. TEACHERS RESPOND BEST TO WORKSHOPS ON

ACTIVE LISTENING
DEALING WITH STRESS
ASSERTIVENESS TRAINING
PARENT CONFERENCES
CONSULTATION SKILLS
SELF CONCEPT IN THE CLASSROOM
POSITIVE REINFORCEMENT IN THE CLASSROOM

OFFER A LIST FOR SELECTION AND SUGGESTIONS. SET A TIME APPROPRIATE TO YOUR SCHOOL SCHEDULE AND INVITE VOLUNTEERS TO COME. ONE SESSION OF 8-10 MAY BE HELD. IF YOU ARE NOT PREPARED TO LEAD YOURSELF, INVITE IN A CONSULTANT OR FELLOW COUNSELOR. HOWEVER, DEVELOP SOME SKILLS WHICH YOU CAN SHARE WELL ENOUGH TO LEAD ADULT GROUPS.

STAFF

ASK FOR TIME AT STAFF MEETING TO PRESENT YOUR PROGRAM. EXPLAIN IN A CLEVER UNIQUE WAY SOME THINGS YOU ARE TRYING TO DO WITH INDIVIDUALS, GROUPS, AND IN THE CLASSROOM. BE CAREFUL WITH BLANKET, BROAD OFFERS. YOU MAY GET SO MANY REQUESTS, YOU WILL START SAYING NO BEFORE YOU ARE SAYING YES OR YOU'LL DROWN TRYING TO SERVE EVERYBODY.

CAN YOU REALLY BE EVERYTHING TO EVERYBODY?

CONDUCTING
WORKSHOPS OR PTA
ACTIVITIES WITH
PARENTS OR TEACHERS

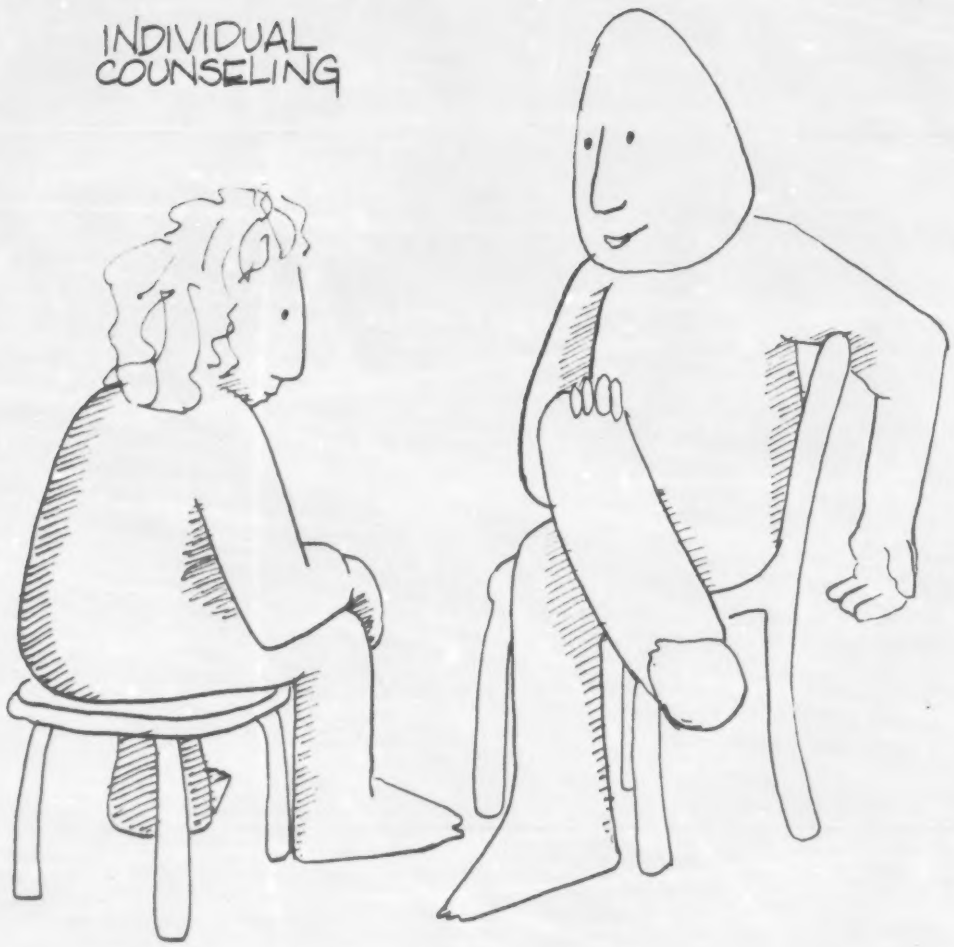
PARENT CONTACTS ARE ESSENTIAL FOR EFFECTIVE PROGRAMS. THESE CAN BE ARRANGED BY NOTES HOME, MAILOUTS, TELEPHONE, P.T.A., PARENT VISITS TO THE SCHOOL, ONE-TO-ONE CONFERENCES AND OFFERING PARENT STUDY GROUPS.

PARENT STUDY GROUPS CAN MEET ONCE FOR SEVERAL HOURS, OR ONCE A WEEK FOR SEVERAL WEEKS. THEY CAN COVER MATERIAL SUCH AS:

1. HOW TO GET YOUR CHILD TO COLLEGE
2. HOW TO LIVE WITH AN ADOLESCENT AND SURVIVE
3. BUILDING SELF-CONCEPT IN THE HOME
4. METHODS OF DISCIPLINE
5. LISTENING TO JOHNNY
6. USE OF SPECIAL CONCEPTS SUCH AS:
   ADLERIAN
   PARENT EFFECTIVENESS TRAINING

GROUPS OF 5 TO 15 PARENTS CAN BE A VERY SATISFYING CONTACT.

INDIVIDUAL
COUNSELING



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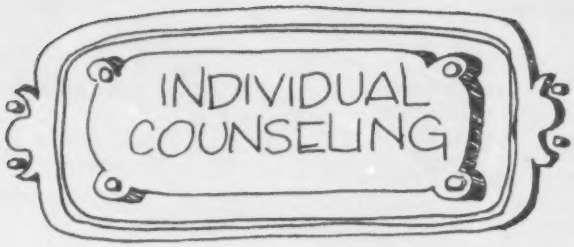

INDIVIDUAL COUNSELING CAN BE DONE BY APPOINTMENT. A DROP-IN VISIT IS NICE BUT EXTREMELY LIMITS YOUR ABILITY TO ORGANIZE YOUR TIME. HAVE STUDENTS MAKE APPOINTMENTS AT APPROPRIATE TIMES WHEN YOU ARE IN THE OFFICE FOR THAT PURPOSE (THIS IS REALISTIC TO LIFE)

INDIVIDUAL COUNSELING MAY BE A ONE TIME VISIT OR A SERIES OF VISITS TO WORK THROUGH A PARTICULAR PROBLEM. DURING CRISIS PERIODS, YOU MAY OFFER SUPPORT AND RELATIONSHIP UNTIL THE CRISIS PASSES. THIS RELATIONSHIP MAY ALSO GIVE YOU INSIGHT INTO PLACING THE COUNSELEE IN A GROUP.

TAKE CARE THAT THE RELATIONSHIP DOES NOT FOSTER DEPENDENCY. WITH INSIGHT, YOU WILL KNOW THE REAL EMERGENCIES.

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SMALL GROUPS

STRUCTURE IN SOME CONCRETE GOALS OR OBJECTIVES FOR GROUPS, AND FOR FACULTY OR PARENT INVOLVEMENT. SET A PROGRAM TO MEET THOSE GOALS.

EXAMPLE:

- OBJECTIVE - TO IMPROVE SELF-CONCEPT OF SHY STUDENTS IN GRADES 6 AND 7.

- METHOD OF SELECTION - ANNOUNCE THE OBJECTIVE TO TEACHERS ASKING FOR NAMES OF STUDENTS WHOM THEY WOULD LIKE TO HAVE PARTICIPATE AND WOULD BE WILLING TO RELEASE FROM CLASS ONE HOUR PER WEEK FOR 6-8 WEEKS.

- SELECTION - NOT MORE THAN 10 STUDENTS, USING TWO STUDENTS FOR MODELS IS BEST.

- MATERIALS - SELECT MATERIALS AND ACTIVITIES TO BE USED. SOME SELECTIONS ARE LISTED WITH FAVORITE MATERIALS PAGE

- METHOD - CALL STUDENTS TOGETHER AND EXPLAIN PURPOSE ON THEIR LEVEL. SET UP BASIC GROUND RULES ALONG WITH SOME CRITERIA FOR EVALUATION. STUDENTS MUST UNDERSTAND THEIR RESPONSIBILITY TO THE GROUP. USE AS A TEACHING TIME AND A SHARING TIME.

- REPORT RESULTS BACK TO TEACHERS!

CLASSROOM GUIDANCE

PURPOSE:

INCREASE NUMBER OF STUDENTS SEEN
MAINTAIN YOUR OWN VISIBILITY
ESTABLISH WORKING RELATIONSHIP WITH TEACHERS (THE TEACHER ALWAYS STAYS IN THE ROOM WITH YOU)
TRAIN TEACHERS TO USE COUNSELING AND GROUP TECHNIQUES
TRAIN PEERS TO WORK WITH YOU IN A LEADERSHIP ROLE

METHODS:

SET UP GOALS FOR CLASSROOM GUIDANCE
CONSULT WITH A FEW KEY TEACHERS ABOUT WORKING WITH THEM IN THE CLASSROOM
GO TO CLASSROOM ONCE OR TWICE A WEEK FOR 6 TO 8 WEEKS DEPENDING ON GOALS
EVALUATE LEARNING AND PARTICIPATION LEVELS
AS TEACHER PROGRESSES, TURN MORE AND MORE OVER TO HER FOR LEADERSHIP. EVENTUALLY YOU CAN PROVIDE ACTIVITIES, AND SHE CAN LEAD. ONE GOOD PLAN IS TO LEAD ONCE-A-MONTH WITH THE TEACHER LEADING THE OTHER THREE WEEKS. THIS CAN ONLY BE DONE WITH MORE EXPERIENCED AND INTERESTED TEACHERS.

GOALS:

INFORMATIONAL SERVICES
TEACHING SPECIAL SKILLS
GROUP INTERACTION

HUMAN RELATIONSHIPS
DECISION-MAKING SKILLS
PROBLEM SOLVING TECHNIQUES
COPING WITH STRESS
ASSERTIVE TRAINING
LEADERSHIP SKILLS
ETC., ETC., ETC.

ASK TEACHERS TO SIGN UP IF THEY ARE INTERESTED IN HAVING YOU WORK IN THEIR CLASSROOM. ALL TEACHERS WILL NOT BE INTERESTED. GO WITH THE RESPONSIVE ONES!

THE TIME
IT TAKES TO
BUILD RELATIONSHIPS

TRUST

CONFIDENTIALITY

RESPECT OF DIFFERENCES

ACCEPTANCE

LISTENING

CONSULTATION

APPROPRIATE INTERVENTION

MATERIALS

SELF AWARENESS

INDIRECT COUNSELING

USE THE INDIRECT APPROACH TO INCREASE THE NUMBER OF COUNSELEES SERVED. IT IS IMPOSSIBLE FOR A COUNSELOR TO DIRECTLY SERVE EVERY STUDENT, TEACHER AND PARENT. TEACH BASIC COUNSELING SKILLS TO OTHERS - STUDENTS WHO ARE DEPENDABLE, RESPONSIBLE, AND GIFTED IN WORKING WITH OTHERS - TEACHERS WHO INDICATE AN INTEREST AND PARENTS WHO WILL PARTICIPATE. SEE THAT THEY ARE EQUIPPED TO SHARE THE COUNSELING SERVICE.

ONE BENEFIT IN WORKING WITH PEERS IS TO SPEND PARTS OF THE DAY WITH STIMULATING, GROWING PEOPLE. USE SUCH SKILLS AS . . .

ACTIVE LISTENING

VALUES CLARIFICATION

USE OF "I" MESSAGE

PARAPHRASING

DECISION MAKING

PROBLEM SOLVING

YOUR COUNSELING

VOCABULARY

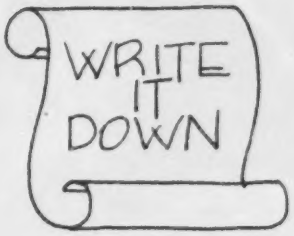
DEVELOPMENTAL
PREVENTIVE
INDIRECT
PROACTIVE
INTERACTION
LIFE SKILLS
VALUES
DECISIONS
PROGRAMMING
EFFECTIVENESS
MANAGEMENT

RELATING
GROUP
CARING
PERSONHOOD
LISTENING
PEERS
STAFF DEVELOPMENT
GROWTH
ADVISEMENT
CAREER EDUCATION

WHAT DO THESE WORDS MEAN TO YOU?

VISIBILITY

OUT OF SIX HOURS OF SCHOOL, STAY OUT OF YOUR OFFICE AT LEAST 50% OF THE DAY - THAT IS, IN THE CLASSROOM, IN SMALL GROUPS, WORKING IN FACULTY CONSULTATION OR MEETING WITH YOUR PRINCIPAL. THE OTHER THREE HOURS CAN BE SPENT IN ONE-TO-ONE COUNSELING, PARENT/TEACHER CONSULTATION, MAKING AND RETURNING PHONE CALLS, ATTENDING TO ROUTINE OFFICE DUTIES. EAT LUNCH WITH FACULTY OR STUDENTS. FROM TIME TO TIME, APPEAR ON THE SCHOOL GROUNDS, OR PLAY YARD. PARTICIPATE WITH A CLUB OR ACTIVITY. NO ONE APPRECIATES A COUNSELOR THEY NEVER SEE!



YOUR ACCOUNTABILITY WILL GO UP
WHEN YOU WRITE IT DOWN

PLAN YOUR PROGRAM IN WRITING. PUT YOUR OBJECTIVE, PLANS FOR IMPLEMENTATION, MATERIALS TO BE USED AND EVALUATION PROCEDURE ON PAPER FOR SCHEDULING. GIVE COPIES TO YOUR PRINCIPAL, FELLOW TEACHERS AND SUPERVISOR. REVISE AS OFTEN AS NECESSARY.

AS YOU DEVELOP PLANS, FILE AND ORGANIZE FOR PREPARATION OF WRITTEN MATERIALS. PARENTS AND TEACHERS ARE IMPRESSED WITH PERSONALLY PREPARED MATERIALS (EVEN IF IT'S A LIST OF MATERIALS.)

WHEN DOING GROUP SESSIONS, KEEP UP WITH ACTIVITIES USED - THIS CAN PROVIDE EXCELLENT MATERIALS FOR FUTURE GROUPS AND FOR PREPARATION OF MATERIALS TO SHARE WITH TEACHERS.

WRITTEN PLANS AND MATERIAL CAN GIVE CONCRETE EVIDENCE OF WHAT YOU ARE DOING (IF YOU ARE DOING IT!)

P.R. TIPS

REGULARLY SEND WELCOME NOTES TO NEW STUDENTS

SPEND SOME TIME WITH NEW TEACHERS

PUT BIRTHDAY NOTES IN TEACHER'S BOXES

MEET WITH NEW STUDENTS ON EACH FRIDAY AFTERNOON IN A GROUP. GO OVER EVENTS OR PROBLEMS OF THE WEEK

USE 'WARM FUZZY' AWARDS REGULARLY TO RECOGNIZE SERVICES, TO SEND APPRECIATION

FOR YOUNGER CHILDREN, SEND NOTES HOME TO PARENTS WITH IDEAS FOR HOME MANAGEMENT

SIGN EVERYTHING YOU SEND OUT WITH YOUR NAME AND 'COUNSELING DEPARTMENT'

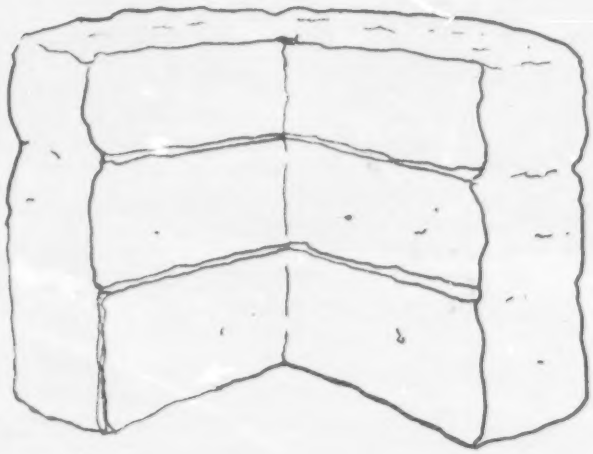
GET SOME REGULAR NEWSPAPER COVERAGE

EAT LUNCH REGULARLY WITH SOME SIGNIFICANT PERSON

PERFORMANCE RECOGNIZED

REMEMBER THAT GOOD PUBLIC RELATIONS IS PERFORMING IN SUCH A WAY THAT THOSE AROUND YOU RECOGNIZE THE VALUE OF YOUR CONTRIBUTION. DROP YOUR PSEUDO-MODESTY AND ACCEPT THE POSITIVE RECOGNITION OF A JOB WELL DONE. YOUR POSITION WILL CERTAINLY BE CONSIDERED A FRINGE BENEFIT IF YOU DO NOT MAKE YOUR SERVICES VIABLE AND ESSENTIAL. YOU ARE IN THE BUSINESS OF DEVELOPING A PROGRAM IN PERSONAL GROWTH. DO YOUR FELLOW WORKERS SEE YOU IN SUCH A ROLE? IF NOT, ESTABLISH THAT ROLE IN YOUR SCHOOL. REMEMBER, THAT MAY NOT HAPPEN THE FIRST YEAR.

BE SURE YOU HAVE A METHOD FOR LETTING OTHERS KNOW WHAT YOU ARE DOING.

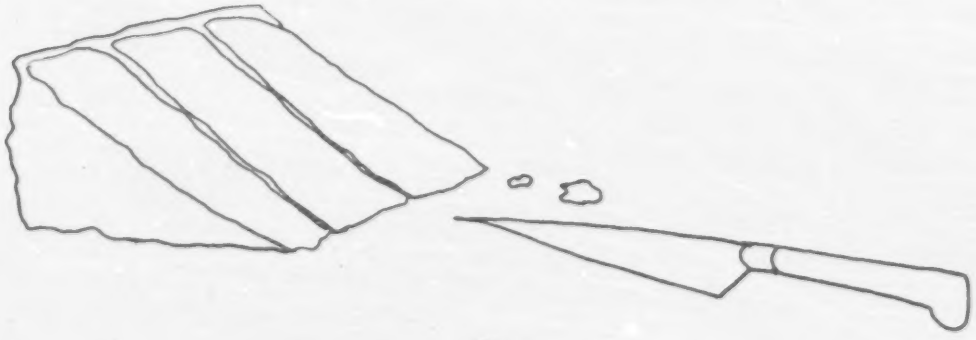


RECOGNITION

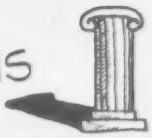
BEING GOOD AT WHAT YOU DO AND HAVING A GOOD DELIVERY SYSTEM IS THE 'CAKE' OF YOUR PROGRAM.

RECOGNITION IS THE ICING ON THE CAKE WHICH, WHEN IT COMES NATURALLY IS FLAVORFUL SPICE.

THE ICING IS NOT NECESSARY BUT THE 'CAKE' IS ABSOLUTELY ESSENTIAL.



COUNSELING MYTHS



OR

'THINK ON THESE THINGS'

- COUNSELORS WORK ONLY WITH KIDS WITH PROBLEMS.
  DON'T FORGET THOSE KEY WORDS - DEVELOPMENTAL AND PREVENTIVE. DO NOT ROB YOURSELF OF EXPERIENCING THE GROWTH OF 'GOOD' KIDS.

- COUNSELORS WAIT UNTIL KIDS COME BY AND ASK FOR HELP.
  COUNSELORS ARE SENSITIVE TO NEEDS AND OFFER HELP - NOT ONLY TO KIDS BUT THE WHOLE SCHOOL COMMUNITY

- COUNSELORS MUST ALWAYS BE AVAILABLE.
  THE GOOD COUNSELOR MAINTAINS A PLAN WHICH IS INTERRUPTED ONLY BY EMERGENCIES

- COUNSELING IS PAPERWORK
  ONLY IF YOU WANT IT TO BE. INCREASE YOUR MANAGEMENT SKILLS AND YOU CAN GET RID OF SOME OF THAT.

- COUNSELORS NEVER SAY 'NO'.
  YOU'D BETTER LEARN TO OR YOU'LL DROWN

- SCHOOL COUNSELORS AVOID THERAPY.
  EXAMINE YOUR TRAINING! YOU CAN MOST LIKELY GET A JOB IN ANY CLINIC AS A COUNSELOR. ANY GOOD, SATISFYING

RELATIONSHIP IS THERAPEUTIC (DON'T PLAY PSYCHIATRIST, BUT DO OFFER SUPPORT SERVICES.)

- COUNSELORS DO NOT DEAL WITH DISCIPLINE.
  ONLY A PARTIAL TRUTH - COUNSELORS DO NOT ADMINISTER THE DISCIPLINE - BUT WHO IS BETTER QUALIFIED TO HELP A STUDENT WORK THROUGH WAYS TO CHANGE HIS BEHAVIOR.

- COUNSELORS DO NOT ADMIT DEFEAT.
  BE HONEST WITH YOURSELF ABOUT YOUR TALENTS AND LIMITATIONS. IF YOU ARE WRONG SAY SO AND CORRECT IT.

- COUNSELORS ARE NOT INVOLVED IN ATTENDANCE PROBLEMS.
  WHY NOT? THE KID IS NOT COMING TO SCHOOL BECAUSE HE DOESN'T LIKE IT THERE. WHO BETTER CAN HELP WITH INCREASING SELF-CONCEPT, UNDERSTANDING FAMILY PROBLEMS, AND OFFERING SUPPORT IN THE CLASSROOM.

- COUNSELORS CAN SOLVE MOST PROBLEMS.
  PROBABLY NOT - BUT COUNSELORS CAN PROVIDE SUPPORT. ANOTHER PERSON AVAILABLE WHO CARES MAY BE ALL THAT IS NEEDED.

NEVER UNDERESTIMATE THE VALUE OF YOUR WARM BODY.

"I HAVE SO MUCH PAPER WORK TO DO I DON'T HAVE TIME TO WORK WITH STUDENTS."

YOUR CAR IS RUNNING BACKWARDS. PLUG IN HOURS DURING THE DAY FOR WORKING WITH PEOPLE... THEN DO THE PAPER WORK WITH THE LEFT OVER TIME. ALLOW FOR CLASSROOM GUIDANCE, SMALL GROUP WORK, INDIVIDUAL CONFERENCES, PAPER WORK. SET UP A PRIORITY ORDER. IF YOU HIDE BEHIND THE PAPER, GO BACK TO PAGE ONE OF THIS BOOK. DO YOU REALLY WANT TO BE A COUNSELOR OR DID YOU REALLY PREFER SECRETARIAL SCIENCE OR ACCOUNTING? FACE YOURSELF! YOU CAN BE A COUNSELOR IF YOU WANT TO BE.

SOME THINGS THAT DESTROY COUNSELORS:

- READING NEWSPAPERS AND MAGAZINES WHILE IN THE OFFICE OR LIBRARY
- COFFEE OR SMOKING IN THE TEACHER'S LOUNGE TOO LONG OR TOO FREQUENTLY
- DOING NOTHING
- MAINTAINING ROLE OF BEING OUTSIDE THE GROUP
- PARENT-TEACHER GOSSIPS
- SPREADING SCHOOL NEWS TO THE COMMUNITY
- BEING INSINCERE
- BEING ALWAYS IN A HURRY - PLAYING A GAME CALLED 'HARRIED'
- PAPERWORK - SET YOUR SCHEDULE FOR SO MUCH TIME PER WEEK
- PEER PRESSURE - TAKING SIDES
- BEING A NEGATIVE PERSON
- LACK OF INVOLVEMENT AND VISIBILITY

MATERIALS

A GOOD COLLECTION OF MATERIALS CAN PROVE INVALUABLE IN MAKING PROGRAM PROGRESS. ASK FOR A REASONABLE AMOUNT OF MONEY. ONE THOUSAND DOLLARS DOES A VERY ADEQUATE JOB FOR A NEW SCHOOL. TWO TO FIVE HUNDRED DOLLARS PER YEAR CAN BUILD AN EXCELLENT LIBRARY OVER SEVERAL YEARS. MANY BOOKS ARE AVAILABLE AT A PRICE OF FIVE OR TEN DOLLARS WHICH CAN BE EXCEEDINGLY HELPFUL. SUCH A COLLECTION MIXED WITH YOUR JOURNALS CAN REALLY KEEP YOU GOING.

SOME OF MY FAVORITE MATERIALS ARE:

FUNTASTIC	GWINNETT COUNTY SCHOOLS 52 GWINNETT DRIVE LAWRENCEVILLE, GA. 30245
WARM FUZZIES	ARGUS COMMUNICATIONS 7440 NATCHEZ AVENUE MILES, ILLINOIS 60648
I AL AC	ARGUS COMMUNICATIONS SAME AS ABOVE
VALUES CLARIFICATION	HART PUBLISHING CO. NEW YORK, N.Y. 10003
CHILDREN: THE CHALLENGE	HAWTHORNE BOOKS, INC. 260 MADISON AVE., N. NEW YORK, N.Y. 10016
GROUP LEADERSHIP	LOVE PUBLISHING CO. DENVER, CO. 80222
STEP	ALFRED ADLER INSTITUTE 159 N. DEARBORN ST. CHICAGO, ILL. 60601
WHOBODY THERE	ST. MARY'S COLLEGE PRESS
I'M OK, YOU'RE OK	HARPER & ROW PUBLISHERS NEW YORK, N.Y.
BORN TO WIN	ADDISON-WESLEY PUBL. CO. 2725 SAND HILL RD. MENLOW PARK, CALIF. 94025

THE WORLD OF THE CONTEMPORARY COUNSELOR	HOUGHTON MIFFLIN CO. 666 MIAMI CIRCLE, N.E. ATLANTA, GA. 30324
DECISIONS	MACMILLAN PUBLISHING CO. 6755 JIMMY CARTER BLVD. NORCROSS, GA. 30091
DEATH: A STEP TOWARD GROWTH	PRENTICE-HALL, INC. ENGLEWOOD CLIFFS, N.J.
DUSO I & II	AMERICAN GUIDANCE SERVICES CIRCLE PINES, MINN. 55014
MEETING YOURSELF HALFWAY	ARGUS COMMUNICATIONS 7440 NATCHEZ AVE. MILES, ILL. 60648
MAKING SENSE OF OUR LIVES	ARGUS COMMUNICATIONS SAME AS ABOVE
BREAD AND BUTTERFLIES	AGENCY FOR INSTRUCTIONAL TELEVISION 333 SANDY SPRINGS CIRCLE SUITE 110 ATLANTA, GA. 30328
SELF INCORPORATED	AGENCY FOR INSTRUCTIONAL TELEVISION SAME AS ABOVE
LIFE CAREER DEVELOPMENT SYSTEM	HUMAN DEVELOPMENT SERVICES, INC. P.O. BOX 1403 ANN ARBOR, MICH. 41806

TO THE PRINCIPAL:

THIS BOOK WAS WRITTEN FOR YOUR COUNSELOR AS A HELP IN OPENING DOORS FOR THE USE OF 'REAL' COUNSELING SKILLS. THIS KIND OF PROGRAM DEVELOPMENT CAN MAKE A TERRIFIC DIFFERENCE IN YOUR SCHOOL RELATIONSHIPS AND "UP" YOUR IMAGE WITH YOUR PATRONS. IF YOU PROVIDE GOOD COUNSELING SERVICES TO YOUR COMMUNITY, YOU WILL RECEIVE MANY CREDITS. THE FOLLOWING SUGGESTIONS WILL OPEN DOORS FOR THIS TO HAPPEN...

- IN HIGH SCHOOL, MAKE YOUR OWN MASTER SCHEDULE IN ORDER TO MAINTAIN CONTROL OF THE CURRICULUM.
- LET YOUR DEPARTMENT HEADS MAKE OUT THE SCHEDULES AND REGISTER STUDENT IN SIMILAR FASHION TO THE COLLEGE PROCEDURE.
- USE YOUR COUNSELOR FOR STAFF DEVELOPMENT AND AS A CONSULTANT IN SEEING THAT ALL THE STAFF UNDERSTANDS THE REQUIREMENTS.
- MAKE ARRANGEMENTS FOR COUNSELORS TO EXPLAIN COURSE REQUIREMENTS TO TEACHERS AND STUDENTS IN GROUPS. PERHAPS ALL THE REQUIRED ENGLISH CLASSES WOULD COVER MOST OF THE STUDENTS.
- ENCOURAGE THE FACULTY TO USE THE COUNSELORS IN CLASSROOM GUIDANCE*
- HOLD SOME ONE DAY SEMINARS FOR TEN TO TWENTY STUDENTS LED BY COUNSELORS
- PROVIDE WAYS FOR COUNSELORS TO MEET PARENTS.
- ENCOURAGE AND RELEASE COUNSELORS TO GO TO MEETINGS AND WORKSHOPS TO BUILD THEIR SKILLS. THIS MAY BE A SACRIFICE TO RELEASE THEM BUT WILL COME BACK ONE

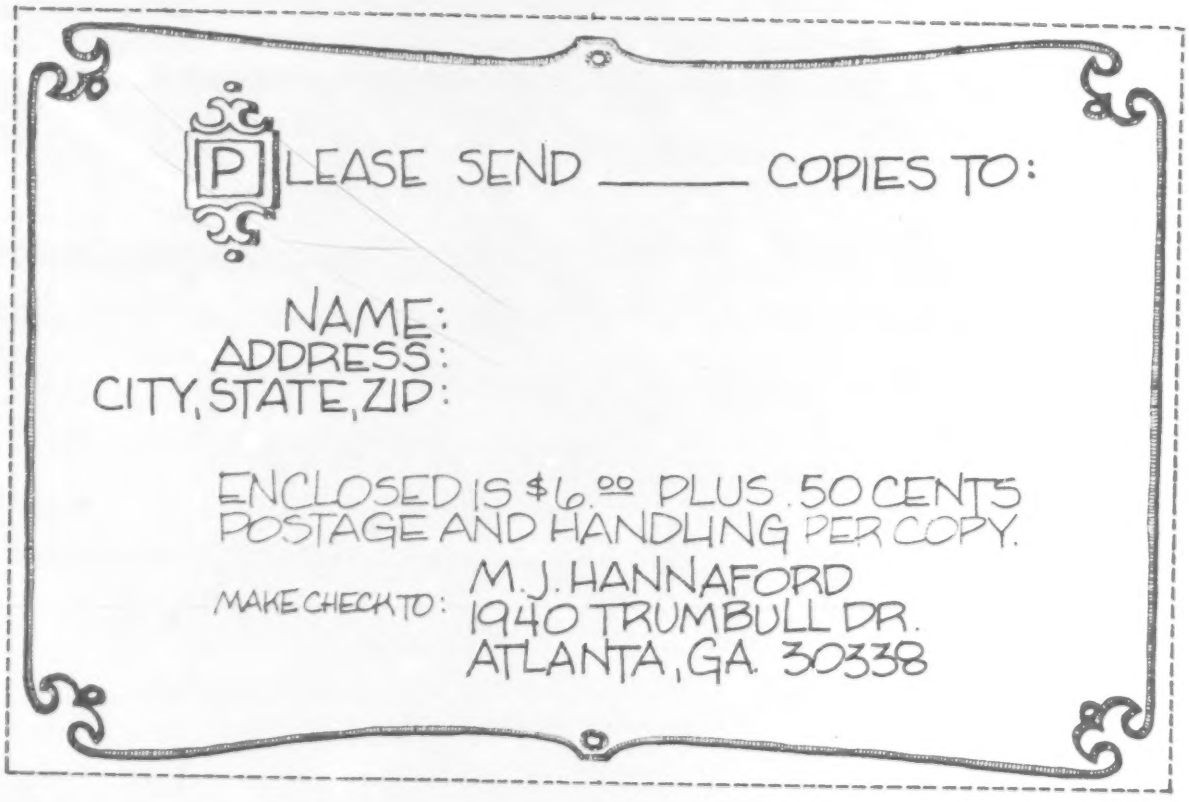
* THESE WOULD EMPHASIZE DECISION-MAKING, SELF AWARENESS, VALUES, PROBLEM-SOLVING TECHNIQUES, AND JOB INFORMATION.

HUNDRED FOLD IN THEIR INCREASED ABILITY.

- CALL ON YOUR COUNSELORS FOR SPECIAL CRISES SUCH AS DEATH, SUICIDE, ACCIDENTS, HELP IN CHANGING BEHAVIORS, AND DEALING WITH IRATE PARENTS.
- GIVE AS MUCH PAPER WORK AS POSSIBLE TO SECRETARIES, STUDENTS, OR PARENT HELPERS. SAVE YOUR COUNSELORS FOR COUNSELING.
- MEET WITH YOUR COUNSELORS ON A REGULAR BASIS IN ORDER TO KNOW THEIR PROGRAM. YOU HIRED THEM AS PROFESSIONALS - LET THEM BE JUST THAT. THE ATTITUDE OF YOUR COMMUNITY TOWARD THE COUNSELING PROGRAM WILL LARGELY REFLECT YOUR ATTITUDE.
- GO WITH YOUR COUNSELORS FOR SPECIAL TRAINING PROGRAMS WHEN POSSIBLE. THE COUNSELING SKILLS WILL HELP YOU IN STAFF AND PATRON RELATIONSHIPS.
- BUDGET SOME FUNDS FOR BASIC COUNSELING MATERIALS.

THE ABOVE ARE PRIMARILY FOCUSED TOWARD HIGH SCHOOL COUNSELORS BUT IN SOME CASES WILL APPLY TO THE OTHER LEVELS THOUGH THE WORK IS SOMEWHAT DIFFERENT. THERE SEEMS TO BE LITTLE REASON FOR COUNSELORS ON THE MIDDLE AND ELEMENTARY LEVEL TO BE OCCUPIED WITH TASKS OTHER THAN COUNSELING, CONSULTING AND COORDINATING.

YOU ARE HOLDING A VERY IMPORTANT KEY.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